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ABSTRACT

Much debate centers on motivating students in reading achievement. Should students feel motivated from within (intrinsic motivation), or is it better to have extrinsic motivation whereby external stimuli are used to help learners achieve optimally in reading? This paper aims to analyze the two points of view about motivating students in reading achievement. The paper first discusses intrinsic motivation in reading, citing individualized reading instruction as a model. It then discusses the testing and measurement movement as a strong element in extrinsic motivation in reading achievement. It outlines what might be some problems in state mandated testing and lists 10 external forces in a state to improve what is perceived to be deficient on the local school level. The paper then focuses on intrinsic motivation and reading instruction, citing 10 methods of motivation the teacher can follow. It states that the teacher plays a key role in the classroom with extrinsic motivation in teaching reading and outlines 10 techniques the teacher may use to raise the bar in reading achievement. The paper concludes that most reading teachers will use a combination of intrinsic and extrinsic devices to motivate student reading achievement. It notes that teachers should experiment with both and decide which approach works best. (NKA)

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Phonics Activities in the Reading Curriculum.

by Marlow Ediger

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PHONICS ACTIVITIES IN THE READING CURRICULUM

Systematic phonics with its own scope and sequence may detach word analysis skills from reading for meaning and understanding of ideas and content. Certainly, the goal of reading is to comprehend and think about what has been read, rather that to have much knowledge about analyzing words or phonics for its very own sake. Phonics is rather a tool to use in becoming a better reader on the part of the student in order to comprehend that which has been read. How can phonics be made interesting for students so that it becomes a tool for increasing comprehension and meaning in reading?

Integrated Phonics in Reading

There are a plethora of learning opportunities in phonics which can be implemented when students read for meaning. The author will write about different learning opportunities in phonics within specific plans of teaching reading.

The experience chart is especially appropriate for young children whereby they have an experience such as viewing objects on an interest center. Pupils then provide content to the teacher who in return writes in neat manuscript letters on the chalkboard for all to see what each child has dictated for the experience chart. After children have had chances to dictate to the teacher what has been experienced, they read back to the teacher the printed contented. The teacher points to each word as it is being read aloud. The contents in the chart may be read aloud together as often as desired. Learners then develop a basic sight vocabulary as well as notice likenesses and differences in letters

The teacher may ask the following questions pertaining to the printed ideas:

1. which is the longest word on the chart?
2. which us the shortest word?
3. which word has the tallest letters?
4. which word has the shortest letters? (Tiedt, 1983, Chapter Thirteen).

These are selected initial learnings for young children to assist them in noticing likenesses and differences in words.

The Big Book approach in teaching reading stresses holism, not segmentation of words into letters and then into

related sounds. Here, the teacher introduces each reading selection to provide background information for student reading. Thus, the illustrations in the Big Book are used to orientate the learner to ensuing contents in the story to be read. The teacher first reads aloud the content to students who follow along from the large copy located in front of learners. The contents for reading are large enough for all to see. The teacher together with students then read the Big Book content. Rereading may be done as often as desired. The teacher then should focus on meaning in reading, but to achieve this goal phonics may be necessary in order for the student to become an eventual independent reader. When teaching reading in using the Big Book approach with young children, the teacher may have phonics questions covering content read. The teacher needs to first clearly demonstrate what is wanted in these kinds of learning opportunities. Students also need to be ready to provide necessary answers. The reading teacher may then ask questions such as the following:

1. Which words do you see on this page which start alike with the same letter? This question emphasizes students becoming increasingly knowledgeable about visual discrimination. The identified words should be printed neatly on the chalkboard. Students then may notice that two words begin alike such as "swim" and ""soon." Visual discrimination skills are important for learners in that they might notice likenesses and differences among letters. By receiving answers to questions from students, the teacher may notice which students are ready for noticing these likenesses and differences and which may need more time in achieving needed learnings.
2. Which words do you see that have the same beginning sound? Here, the student may give words like the following from the page read together in the Big Book: boy, boat. The previous words, from number one above may also be mentioned -- swim, soon. Here, students not only notice likenesses and differences in letters of the alphabet but also incorporate the related sound for each letter. Thus, the grapheme/phoneme (letter/sound) correspondence is increasingly in evidence as perceived by students. Practice and review activities are important for students in phonics retention for each plan of reading instruction used (Ediger and Rao, 2000, Chapter Seven).

Individualized reading emphasizes that each student choose a library book to read from among others at the reading center in the classroom. The teacher has selected a wide variety of genera of library books on diverse reading levels placed at the

reading center. The student is the chooser of each book to read. After completing reading a library book, the student has a conference with the teacher. Here, student comprehension is evaluated with questions raised by the teacher covering content read. In addition to comprehension questions for the student to answer, the latter also needs to read aloud a given selection to indicate quality and fluency in reading.

The teacher in phonics may ask the following questions covering several pages in the library book:

1. which words have the long /a/ vowel sound?
2. which words have the long /i/ sound? (Ediger and Rao, 2001, Chapter Six)

Phonics and the Basal Reader

There have been numerous criticisms of basal reader use in teaching reading. Its use can be very stultifying if the accompanying manual is used extensively in instruction or if the same approach is used each day in the teaching of reading. The teacher, however, needs to be creative when teaching reading with basal reader use. After having completed reading a specific page or two, the teacher may ask students the following questions:

1. Which words do you see which have the same ending letter: dog, wag. Ending letters seemingly are more difficult to notice as compared to those in the initial position. Here, the reading teacher may notice which students can/can not identify these ending graphemes. Sequence is very important when students encounter these kinds of learnings in phonics. Learners do need to feel successful in goal attainment.
2. which two words do you see which have the same ending sound? may, say. The teacher needs to assess if phonics learnings assist students to identify unknown words in reading. Phonics must always be perceived as a means to an end and that end is to increase word recognition skills and comprehension in reading (See Coles, 2001, 205-215).

Reading Poetry

Students have numerous opportunities to see and hear rhyme in poetry. Students always need to see and hear an ample number of models pertaining to new learnings to be presented. An easy form of rhymed verse is the couplet. Couplets contain two lines of verse with ending words rhyming. The following couplet provides a learning opportunity for

students to see a couplet in print and listen to the rhyme:

1. The dog barks loudly a the moon
   Hopefully he will stop soon.

2. The rock is hard
   And is smeared with lard.

In the above, students may provide the rhyming words for each couplet. If students can hear rhyme, they may also desire to write their very own couplets. These poems may be developed individually, collaboratively, or dictated by the entire class to the teacher for writing. The teacher needs to obtain feedback from learners if they are able to identify rhyming words in poetry (See Ediger, 1971,Chapter Four).

A triplet has three lines of verse with all ending words rhyming. The following are examples:

1. The girl rode a sled
   After she had been fed
   Later the girl went to bed.

2. The man drove a brand new car
   To work, he drove very far.
   And kept his job on par.

To write a triplet, the student may add a line of rhymed verse to the previously written couplet. Many students do like to write a completely new poem when writing a triplet. There are students who like to memorize poetry, but this should be done voluntarily. What students write individually or collaboratively may be placed into a binder and reread at future times. Creativity is the number one objective in poetry writing. However to write rhymed verse, students definitely need to be able to hear/write rhyme.

Quatrains in poetry writing contain four lines of rhymed verse with lines one and two rhyming as well as lines three and four possessing rhyme, or all four lines may rhyme. The following are examples:

1. The train goes rapidly through the countryside.
   The sound of its whistle makes for much pride
   Rapidly it goes with the distance being long and wide
   It is clearly visible and cannot hide.

2. Animals in the distance can be heard
Finally I hear the sound of a nearby bird
With its new shiny black feathers
Making them look like expensive leathers.

lines for a poem may be brain stormed by the entire class. Each idea needs to be accepted in order to generate content for the poem. Respect for each person is a must! Finally, the poem needs ot be written in its final form. Each contribution then needs to be thoroughly evaluated for possible consideration in the completed quatrain. With brain storming, students have ample opportunities to experiment with rhyming words in writing couplets, triplets, quatrains, among other kinds of poetry which stress rhyme (Ediger, 1984), 240-243).

The limerick is a combination of a couplet (lines three and four) and a triplet (lines one, two, and five). When students write limericks individually, in committees, or with the class as a whole, they have, no doubt, become increasingly sophisticated in hearing and writing rhyme. The following is an example of a limerick:

There was a person of yesterday
Who dressed in a colorful way
He was graceful and tall
As he walked in the mall
He talked with many, having much to say.

Reading rhymed verse has a plethora of advantages for students in developing skills in learning to read well. These include the following:

1. it is another form of literature to read thus varying what is being achieved in reading.
2. it assists students to associate sounds (rhyme) with symbols (individual and a combination of letters).
3. it provides practice in reading a variety of subject matter.
4. it emphasizes the reading of new words in order to build a larger sight vocabulary.
5. it is another way for students to play with and become interested in word study (See Gunning, 2000, Chapter 8).

Unrhymed Verse and Reading

Reading unrhymed verse has similar advantages as does rhyme in assisting students in the area of phonics as well as in

creativity. A haiku poem, for example, contains three lines with five, seven, five, syllables for each line sequentially. Students need to see, hear, and study models of haiku. The teacher should choose carefully selected haiku to read aloud to learners. Haiku should be printed on the chalkboard and discussed with students. Students should understand how haiku differs from the previously discussed kinds of rhymed verse. In every day reading, students experience polysyllabic words, that is words with more than one syllable. It behooves the teacher to have students understand the meaning of important syllables as well as identify syllables in print in order that each student may unlock unknown words where syllabication skills are needed.

After students attach indepth meaning to syllabication through a variety of sequential learning opportunities, they need to be able to identify individual syllables in words on the chalkboard, in reading content, and in writing verse such as haiku. The reading teacher should provide learning opportunities for students to identify syllables from content being read. Thus, for example in the basal reader being used, the teacher may say the following, "Which syllables do you see on page 45?" Here, students in a small group being taught pinpoint words to analyze such as don/key, na/tion, wind/ing, text/book, na/tion/al, de/sert. With sequential experiences for students, increased learning should accrue pertaining to the concept "haiku." Developing syllabication skills assists students to identify unknown words and thus become increasingly independent readers of subject matter. Challenging, rich leaning activities develop and maintain student interest in learning syllabication skills (See Chall, 1983).

Examples of haiku which may be used in teaching and learning situations to write haiku include the following:

The Rabbit
Hopping softly now (five syllables)
On the snow with a quick jump (seven syllables)
Quietly and quickly (five syllables)

Fresh Mown Hay
How soft, sweet it smells
When lying in winding rows
Dried by bright sunlight.

Students may be challenged to determine the number of syllables for each line of haiku above as well as write their very own haiku.

For those interested in writing poetry without rhyme or

syllabication may find free verse fascinating to write. Free verse is very open ended in that there are no designated number of lines per poem. Students here may need information about alliteration whereby there are two or more words sequentially beginning with the same sound --- small sea scallops. Onomatopoeia is also commonly used whereby words used make a supposed sound such as splish, splash, swoosh. These echoic sounding words add to the interpretation of content within a poem as well as help students to listen to and identify words coming into a specific category. Words and phrases may also be identified in poetry as possessing imagery whereby creative comparisons are made such as in the following sentence:

The dog raced around the track faster than the speed of lightning. A creative comparison is being made here between "The dog raced around the track," with "faster than the speed of sound." Imagery as a concept explains this unique comparison being made. Students can put in different comparisons in the above named sentence as well as write their own poetry containing imagery. Playing with words might well help students to listen carefully to sounds and syllables within a word.

Conclusion

The purpose of this writing was to provide teaching suggestions and ideas for teachers to implement in assisting students to become interested in phonics and syllabication in order to identify words when reading meaningfully. Being able to identify words more readily should help students to attach meaning to what is being read. Phonics and syllabication skills should not merely be learned for their own sake but rather that these become tools to unlock unknown words when reading.

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